

Technology Plan:
A Focus on Instruction



Tracy Unified School District

July 1, 2016 - June 30, 2019

Table of Contents

Background and Demographic Profile	1
1. Plan Duration	3
2. Stakeholders	3
3. Curriculum	4
3a. Current access by teachers and students	4
3b. Current use of technology to support teaching and learning	5
3c. District curricular goals to support plan	8
3d. Teaching and learning goals (Measurable Objectives, Benchmarks)	8
3e. Acquiring technology skills AND information literacy skills	11
3f. Ethical use	17
3g. Internet safety	19
3h. Description of access for all students	20
3i. Student record keeping	20
3j. Two way home-school communication	22
3k. Curriculum Monitoring Process	22
4. Professional Development	23
4a. Summary of Teacher and Administrator Skills and Needs	23
4b. Providing PD Opportunities (Measurable Objectives, Benchmarks)	23
4c. Professional Development Monitoring	26
5. Infrastructure, Hardware, Technical Support, and Software	27
5a. Existing Resources	27
5b. Needed Resources	29
5c. Annual Benchmarks and Timeline for obtaining resources	30
5d. Process to Monitor Section 5b	32
6. Funding and Budget	32
6a. Established and Potential Funding Sources	32
6b. Annual implementation costs	33
6c. District replacement policy	34
6d. Budget monitoring	34

7. Monitoring and Evaluation..... 34
 7a. Overall progress and impact evaluation..... 34
 7b. Evaluation schedule35
 7c. Communicating evaluation results..... 35
8. Collaborative Strategies with Adult Literacy Providers 35
9. Effective, Researched-Based Methods and Strategies..... 36
 9a. Research Summary, District Application.....36
 9b. Technology to Deliver Rigorous Curriculum 39
Appendix C - Criteria for EETT Technology Plans 40
Appendix J - Technology Plan Contact Information..... 49

Background and Demographic Profile

Mission Statement

“Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.”

TUSD Vision Statement

TUSD Vision for technology is to see technology effectively and appropriately used for instruction and learning for all students to support college and career readiness.

TUSD Strategic Goals

- Goal 1: Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or careers.
- Goal 2: Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.
- Goal 3: Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.

Enrollment and School Size (CALPADS - 2015)

The Tracy Unified School District has a total student enrollment of approximately 15,462 in grades K-12. There are seven elementary schools, four K-8 schools, two middle schools, three comprehensive high schools, one alternative high school, one adult school, and one community day school. Seven out of 19 schools receive Title I funds. School size ranges from 444 to 833 at the elementary level, 583 to 1,130 at the K-8 level, 911 to 1,081 in middle schools, and 1,622 to 2,121 at the comprehensive high schools.

Ethnicity (CALPADS –2015)

Tracy Unified School District Enrollment Status by Ethnicity:

Ethnicity	Number of Students	Percent
Hispanic	7788	50.37%
White	3467	22.42%
Asian	2454	15.87%
Black/African American	953	6.16%
Others (Multiple)	848	5.48%
Pacific Islander	159	1.03%
Native American	56	0.36%

Other Demographic Factors

- As of December 2015, approximately forty-nine percent (49.2%) of the students (PreSchool-12) qualify for the free and reduced-price school lunch.
- Nine percent (9.69%) of the students (K-12) received special education services as of December 2015.

School Staff Data

As of December 2015, this district has a total of 719 certificated teachers, 80 administrators, and 646 classified personnel.

1. Plan Duration

July 1, 2016 - June 30, 2019

The Tracy Unified School District Technology Plan will be in effect from July 1, 2016 through June 30, 2019. This plan will be used for planning and implementation of technological resources with focus on curriculum and instruction. This plan will be revisited and revised annually as needed.

2. Stakeholders

Stakeholders	
Name	Position
Dr. Brian Stephens.	Superintendent
Dr. Sheila Harrison	Associate Superintendent
Linda Dopp	Director of Alternative Programs
Melissa Beattie	Director of Staff Development
Dr. Debra Schneider	Director of Instructional Media Services and Curriculum
Tom Quiambao	Director of Information Systems & Educational Technology
Julianna Stocking	Administrator of Staff Development
Zack Boswell	Assistant Principal – West High School

This plan is an updated revision of the 2013-16 District Technology Plan. During the development of the Tracy Unified School District's three-year technology plan, a series of planning meetings were conducted. Information was collected from school site technology support advisors, site administrators, district administrators, and teachers. Additional information was also collected from school site plans. Businesses that provide technology equipment and services to the District provided insight for equipment refresh and future expansion, as well as technology updates to Information Systems and Educational Technology (ISET) staff. After review and comments/edits from the above groups, the plan will be posted on the district website for review and direct comment by the public. The plan will be taken to the Board of Education for approval on June 14, 2016. This plan will be a working document, revised and revisited annually.

3. Curriculum

- 3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

All school sites have two gigabit fiber access from the school site to the District Office. The District Office maintains a 500MB EaMIS OPT-I-MAN connection to the Internet. All classrooms have a minimum of one network computer. All school sites provide wireless network connectivity for teachers and students using both District and personally owned computers. Infrastructure for Wireless Access Points (WAPS) in all classrooms have been installed for a more stable wireless coverage throughout every school site. All District network computers have access to Microsoft Office suite, Microsoft Portal sites for file storage and sharing of information, and the Internet. Teachers have the ability to publish class curriculum and other information on their own portal web site. All teachers and students have email accounts through the District email server. All teachers have access to the District's student information system for daily attendance, grade books and communication with parents/guardians. Video streaming of stored video content is broadcasted to all classrooms using the District's data network infrastructure. The District and all school sites each maintain their own web site accessible by the public.

All student computers maintain a variety of educational software and online resources that support developing core academics skills. Some of these include: Accelerated Reader, HMH Player, Digits, Carnegie Learning, Rosetta Stone, Adobe Suite, Microsoft Office Suite, Microsoft O365, to name a few. Accelerated Reader and STAR Reading is used by fourteen schools for reading improvement. Rosetta Stone is used by sixteen schools for English language learner programs. CyberHigh is used at all comprehensive high schools as self-paced intervention solution for credit recovery.

Interactive whiteboards are used in most classrooms in the two middle schools and several classrooms at K-5 and K-8 schools. Some classrooms are equipped with Interactive projectors. Student response systems (SRS) and document cameras are used in multiple classrooms at all schools. LCD Projectors are available in all classrooms with 25% of these being ceiling-mounted connected to an integrated sound system. 90% of the school's libraries have a ceiling-mounted LCD projector with an integrated sound system. Several classrooms at one high school uses the Interactive Projector with the goal of changing all existing projectors to an interactive projector.

All schools have a minimum of one computer lab with the age of computers varying from school to school. All libraries have between 25 and 40 computers that are networked with Internet access available to students and teachers throughout the day. The libraries open 30 minutes before school begins and are open 30 minutes after school ends. The majority of student computers at K-5 schools are located in the school's library. For K-8 and 6-8, there are one to four student computers in each classroom. For high schools, most student computers are located in the computer labs or libraries.

All schools have shared Carts on Wheels (COWS) mobile devices that are shared across classrooms. Each cart contains approximately 20 mobile devices. At the high school sites, mobile devices are predominantly being used in Math courses.

Student Access to Technology:

Type of Access	Time of Day for Access
Elementary labs	During the school day and in after school programs where offered
Secondary labs	During the school day and after school programs where offered
Classroom computers/mobile laptops	During the school day and after school programs where offered
Library computers	During the school day

Teacher Access to Technology:

Type of Access	Time of Day for Access
Workstation or laptop	Before, during and after school. If it is a laptop, also after hours at home
Labs, library or computers	Before, during and after the school day.
Document cameras/projectors	Before, during and after the school day.
Interactive whiteboards, MOBI Student Responders	Before, during and after the school day.

3b. Description of the District's current use of hardware and software to support teaching and learning.

TEACHERS

Technology increases staff productivity for classroom instructional and school management. Teachers use AERIES.net, a web-based application that interfaces with the District student information system to maintain their gradebooks which provide the teacher and the student with instant and continual knowledge of a students’ progress in academic areas. Aeries is also used by school sites to track daily attendance. Aeries Parent Link, a web-based interface to Aeries, provides student grades, attendance and other information to students and parents.

Teachers currently use technology in a variety of ways to enrich their teaching and meet the needs of all students.

Teachers communicate and collaborate with students, parents, staff and colleagues via email. Teachers receive meeting agendas, District and school notices, emergency notes, and other educational related documents for printing via email. Technology is everywhere in the schools, serving in every facet and enhancing what the school can do for students and parents.

Teachers share course content, information, and feedback with students and parents through the use of teacher, team, and/or class websites. All teachers have portal sites for information storage. Portal and other websites are used for providing students with information such as announcements, calendar events, bell schedules, daily bulletins, schedule of assignments, digital publications, links for further learning, etc.

Teachers use EADMS (Educator’s Assessment Data Management System), an assessment data system, for developing and analyzing student curriculum assessments and standard state tests. Scores are tracked and maintained through this assessment system which also allows for comparisons and study of progress.

Teachers throughout the grade levels go online to access district-created English and Spanish language arts and math materials; orders can be sent electronically to District printing services. Teachers utilize online video streaming to provide students with real life visuals for standards being taught.

Teachers use the internet to research and to enrich their curriculum. Web-based educational software is used for lesson plan preparation and instruction. Access to visual, supplementary materials supports concept instruction for students with limited prior knowledge of content. Different sites purchase digital materials to address specific needs for their sites' students, such as English Language Learners, students with low literacy skills, and students with learning disabilities and other special needs.

Teachers monitor student computer use to provide safety and security. The LANSCHOOL software system is used extensively to monitor student usage of technology in the classroom. The monitoring and recording subroutines make it easy to document student behavior. LANSCHOOL provides immediate control over student access and behavior, allowing the teacher to redirect the students as needed.

The Deepfreeze software system is used on student computers to manage, simplify and secure computers. The ability to lock out an entire class or even turn the student computers off all once makes it easier to administer instruction. By eliminating computer damage and downtime, it increases teaching time and reduces time spent on resolving physical hardware and software problems.

Teachers make use of LCD projectors to deliver curriculum content in most classrooms. Document cameras have replaced overhead projectors and are used to present visuals to students in the classroom. Teachers use various models of wireless tablets that enable them to teach from anywhere in the classroom

Some classrooms have one or more student computers which teachers use for additional reading opportunities with students who may either need additional help.

Teacher Uses of Technology:

Technology Being Used	How it is Used
Surface Pro 2 and HP Revolve	Computer device used in the classroom
22 inch monitor, keyboard and other peripherals	Used in conjunction with the computer device
Screen Beam	Device used to project wireless computer device content.
Epson Interactive Projector	Select classrooms have this technology used for enhancing instruction through the use of the interactive features of the project (similar to a smartboard)

LadiBug Document Cameras	Used to project documents to the projector screen or whiteboard.
Microsoft Office Pro Suite and Office 365	Productivity tools.
Aeries.net	District-approved Student Information System used for grading and attendance.
School Messenger	For parent communication and school announcements
OneDrive	Used for data storage and file collaboration.
TUSD Staff Portal	File-sharing storage used for collaboration.
School Messenger	For parent communication and school announcements.
LAN School	Program to monitor what students are working on in a computer lab environment.

STUDENTS

Students use technology to consume and create information. In classrooms and computer labs, they study, practice skills, take tests, make presentations and create products for course assignments.

For our students in Special Education, a part of every Individual Education Program (IEP) is assessing the need for assistive technologies. For some students this might just be access to a classroom computer. For others, it might be a variety of Apple iPad OS applications such as Proloquo to Go, Read to Go, BOSS, to name a few.

Parent and student access to information regarding their classroom assignments, attendance and grades is provided digitally through AERIES Parent Portal.

Student Uses of Technology:

Technology Being Used	How it is Used
Computers on Wheels (HP 430, Asus T100, Panasonic 3e, and iPads)	K-12 students including students with learning disabilities.
Probes, microscopes, graphing calculators	4-12 grade students use these types of technologies in science and math to help further investigate the content.
Cameras and Multimedia Equipment	6-12 grade students use these types of technologies in our Video Production and Multimedia classes.
Aeries Parent and Student Portal	4 – 12 grade students uses this technology to monitor their grades, attendance and other basic student information.
Microsoft Office Pro Suite and Office 365	K-12 student productivity tools.

ZSpace System	9 - 12 grade science students at one school site uses this type of 3-Dimension technology for their Science classes
Adobe Illustrator, Indesign, Video Animation and Auto CAD	9 – 12 grade students uses various graphics arts software for their Elective classes.
Music Software	7 – 12 grade students uses various music software to enhance their music curriculum.
Camtasia, Adobe Premier and similar Software	9 – 12 grade students uses these software for Video Production classes and other Electives.
Carnegie Math Software	9 – 10 grade students uses this software for remedial math classes.
HMH Player, Geometers SketchPad, Khan Academy, and Kuta	9 – 12 grade students uses this technology for their math curriculum.
Digits Software	7 – 8 grade student uses this technology for their math curriculum
iRead	Software to support ELD instruction in grades K- 2.
Destiny and Online encyclopedia database	Facilitated by the library program and staff, to support research in grades K-12.
Rosetta Stone	K – 12 grade students uses this program to enhance ELD instruction.
ExamView and EADMS	Assessment Software to support instruction in grades 4 -12.
SBAC Browser	Assessment Software that helps 3 – 11 grade students prepare for the actual SBAC testing.
Renaissance Learning and Imagine Learning	K – 5 grade students uses these types of technology to support ELA instruction.
Brain Pop, Spelling City, Flocabulary, and ABC Mouse	K – 5 grade students uses these types of technology to support instruction.
MicroType Pro	Keyboarding programs - TTL4 approved for K-5, MicroType Pro approved for 6-12.

3c. Summary of the district's curricular goals that are supported by this tech plan.

The following are the District Strategic Goals as indicated in the LEA Plan:

Goal 1: Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or careers.

Goal 2: Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.

Goal 3: Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.

Both the District LEA Plan and Local Control Accountability Plan (LCAP) recognize that students are faced with rigorous graduation requirements; the District support students in taking more college preparatory classes. The goals of the LEA and LCAP require that a strong foundation in literacy, math, science, technology, social science and the arts prepares students to be successful in college or careers upon graduation. Our commitment is to assure that all students progress at increasingly complex levels of thinking and production. Many of the strategic imperatives in the LEA Plan are developed and supported through educational technology. Educational technologies prompt learners to raise important questions, formulate opinions and engage in problem solving and critical thinking. Technology provides a link to the real world, offering new reason to communicate and new sources of feedback on ideas. Educational technology provides equal access to high level and high interest learning for all students. This technology plan addresses the specific goals and objectives and the growth phases a system must go through to achieve the vision that is in our LEA and LCAP Plan as well as each site's School Plan for Student Achievement (SPSA). As we annually update our LEA Plan and SPSAs, this plan will also be updated to reflect any changes.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Tracy Unified provides technology for classrooms and support services. Digital technology is also used for assessments, both district formative and benchmark assessments, as well as for the State's online assessments of the Common Core State Standards beginning in 2015. We will continue to develop and articulate integrated technology and information literacy standards. This document is a working document which will be revisited and revised annually.

To be effective, technology and learning must complement each other to provide challenging learning opportunities. Technology serves the goals of the Tracy Unified School District by contributing to:

- Student learning through involvement with authentic challenging tasks
- New roles for students, teachers, support staff and parents
- Anytime, anywhere learning and support opportunities
- Creating of a culture that supports learning both in the classroom and beyond the school walls
- Increased productivity
- Non-traditional learning opportunities

As identified by the Tracy Unified Strategic Plan:

Strategic Goal 3: Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.

In order to improve teaching and learning it is important that our district technology goals support student learning in a variety of venues: computer labs, classrooms, libraries, and on personal devices at home. Teacher, parent and student access to digital citizenship materials, course assignments and lessons online will serve to facilitate student learning at their own pace and at home.

Goal 3d.1: Students will develop their skills in using technology for acquiring content knowledge, and reporting and sharing evidence of this acquired knowledge in a safe and responsible manner.

Objective 3d.1.1: By June of 2019, 100% of K-12 students will utilize the digital technology resources that are available with district adopted core and supplemental instructional materials in the four core content areas to improve student achievement in each area.

Benchmarks:

- Year 1: 75% of K-12 students will use the technology components of the district adopted instructional materials in Phase 1 to improve their achievement in the content areas.
- Year 2: 85% of K-12 students will use the technology components of the district adopted instructional materials in Phase 2 to improve their achievement in the content areas; 75% of K-12 students using district adopted materials in Phase 1.
- Year 3: 100% of K-12 students will use the technology components of the district adopted instructional materials in Phase 3 to improve their achievement in the content areas; 85% of K-12 students using district adopted materials in Phase 2 and 75% of K-12 students using district adopted materials in Phase 1.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will continue to use the digital resources from the adopted curriculum in all content areas.	Quarterly usage reports	Classroom teachers, library technicians, and classroom para professionals	Time in content area program and increase use of digital resources	Usage reports from each content area online resources. Increased use of digital resources and district/classroom benchmarks.
New students will be trained on access and use of digital resources.	Annually and as needed	Classroom teachers and classroom para professionals	New student account and usage statistics	Use of digital resources and district/classroom benchmarks.

Goal 3d.2: New technologies and electronic resources that enhance teaching and learning will continue to be explored.

Objective 3d.2.1: An approved list of educational technology programs, apps and devices will continue to be developed.

Benchmarks:

- Year 1: The approved list will begin with the tried and true programs that have been used to support learning in TUSD such as Aeries, Office 365 collaboration tools, iRead, Rosetta Stone, Renaissance Learning.
- Year 2: A review process will be determined for new programs, applications and devices so that those found acceptable can be added to the approved list.
- Year 3: The approved list will continue to expand and be updated.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Determine a process for approving applications, programs and devices for use in the classroom	2016-17 school year	Ed Services Team	Publish the list by March 2017	Survey principals after preliminary school plans are made in the spring
Schools will use Ed tech programs, apps and devices from the approved list to improve student achievement	Ongoing	Director of ISET	Site administrators, Ed Services Team	Usage reports, curriculum inventories

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Information literacy is part of the research process in the California English Language Arts and Literacy Standards. It begins with safe and effective use of the Internet for research purposes, taught and reviewed across all grades. Common Sense Media's Digital Citizenship is a resource for teachers, parents and students, available for use in schools and at home, to teach and practice safe information literacy skills.

Students will learn to select and use appropriate technology effectively for researching, communicating and collaborating projects in support of the California curriculum content standards.

Goal 3e.1: Students will develop their skills in using technology safely and responsibly for acquiring content knowledge, and reporting and sharing evidence of this acquired knowledge.

Objective 3e.1.1: All students will understand acceptable internet behavior and demonstrate information literacy using the internet in support of the development for their grade appropriate curricular technology projects.

Benchmarks:

- Year 1: 100% of students will understand acceptable internet behavior and demonstrate information literacy using the internet in support of the development for their grade appropriate curricular technology projects.
- Year 2: 100% of students will understand acceptable internet behavior and demonstrate information literacy using the internet in support of the development for their grade appropriate curricular technology projects.
- Year 3: 100% of students will understand acceptable internet behavior and demonstrate information literacy using the internet in support of the development for their grade appropriate curricular technology projects.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
K through 2 nd grade students will identify letters and numbers on the keyboard, demonstrates safe and cooperative use of technology, understand and operate computer hardware and related technology. Students will demonstrate safe and cooperative use of technology, understand and use the Internet as a research tool, understands home row keys and proper fingering on a standard keyboard, and demonstrates safe and cooperative use of technology. Third through 5 th grade students use basic keyboarding	Each semester	Teachers	Grade level review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers will collect assignments, projects, and reports data by the end of semester.	Principal/Assistant Principal will analyze data from Grade level lead teachers or Department chairs to determine if plan goals have been met in January and May of each year and will recommend plan modifications. Technology Committee will be presented with this data for needs assessment at the end of each semester.

<p>skills, online resources to research and communicate, and demonstrates safe and responsible use of technology. Students also use fluent keyboarding & word processing skills, identifies files, records and fields of databases (i.e. library catalogs), demonstrates safe and responsible use of technology, chooses appropriate technology resources, searches databases for information (i.e. library catalogs, search engines), and demonstrates safe and responsible use of technology.</p>				
<p>6-8 students will receive instruction and demonstrate their ability to conduct safe and ethical searches for information, evaluate internet resources and use accurate and appropriate citations. Students will understand and demonstrate basic responsible, legal, ethical and appropriate conduct using technology systems. Students will understand and demonstrate responsible behavior in accordance with acceptable use policies and agreements, copyright laws, and other laws and rules related to the legal and ethical use of technology systems.</p>	<p>Each semester</p>	<p>Teachers</p>	<p>Grade level review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers will collect assignments, projects, and reports data by the end of semester.</p>	<p>Principal/Assistant Principal will analyze data from Grade level lead teachers or Department chairs to determine if plan goals have been met in January and May of each year and will recommend plan modifications. Technology Committee will be presented with this data for needs assessment at the end of each semester.</p>

<p>Students will demonstrate their ability to use bookmarks and web sites to safely find information and use available information resources effectively. Students will continue to receive instruction and demonstrate their ability to conduct safe and ethical searches.</p>				
<p>9-12 students will learn to evaluate information and use it in a wide variety of self-published products with accurate and appropriate citations. Students will understand and demonstrate basic responsible, legal, ethical and appropriate conduct using technology systems, including the use of social media in their online communities. Students will understand and use Creative Commons to share and protect their work and the work of others. Students will understand and demonstrate responsible behavior in accordance with acceptable use policies and agreements, copyright laws, and other laws and rules related to the legal and ethical use of technology systems.</p>	<p>Each semester</p>	<p>Teachers</p>	<p>Grade level review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers will collect assignments, projects, and reports data by the end of semester.</p>	<p>Principal/Assistant Principal will analyze data from Grade level lead teachers or Department chairs to determine if plan goals have been met in January and May of each year and will recommend plan modifications. Technology Committee will be presented with this data for needs assessment at the end of each semester.</p>

Goal 3e.2: All students will acquire the appropriate technology skills to support the development of curricular technology projects.

Objective 3e.2.1: Students will acquire the skills (examples: keyboarding, word processing, spreadsheet, database and multimedia presentation literacy skills) to support the development of grade appropriate curricular technology projects.

Benchmarks:

- Year 1: 100% of students will acquire skills necessary to support the development for their grade appropriate curricular technology projects.
- Year 2: 100% of students will acquire skills necessary to support the development for their grade appropriate curricular technology projects.
- Year 3: 100% of students will acquire skills to support the development for their grade appropriate curricular technology projects.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
K-5 students will learn, identify and be able to key using correct finger placement on a keyboard. Students will identify basic computer components and peripherals, and learn the basic tools and icons of the desktop. Students will learn to use grade appropriate software such as painting, drawing, word-processing and charting/graphing software to create words, sentences, and basic graphs/charts in a document.	Each year	Teachers	Semester review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers will collect assignments, projects, and reports data by the end of semester.	Lesson plans, student use survey, student projects.
6-8 students will select the most appropriate device and demonstrate proficiencies in keyboarding and other input/output devices.	Each year	Teachers	Semester review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers	Lesson plans, student use survey, student projects.

<p>Students will learn to demonstrate the ability to identify information and organize it for a presentation or project using a presentation program. Students will learn to use grade appropriate spreadsheet and database software. Students will learn to use technology equipment, including but not limited to graphing calculators, digital cameras and microscopes and then integrate results and findings into Word or Excel. Students will learn to use a Word or Excel to collect information resources for bibliographies and appropriately citing information sources. Students will learn to organize information from multiple sources and then incorporate photos and illustrations into a research project. Students will demonstrate the ability to organize information for presentations to others. Students will use collaborating tools with peers using Office 365.</p>			<p>will collect assignments, projects, and reports data by the end of semester.</p>	
<p>9 – 12 Students will demonstrate applied keyboarding skills and other input/output devices proficiently. Students will learn to use multimedia and desktop publishing software to build a written, oral and</p>	<p>Each year</p>	<p>Teachers</p>	<p>Semester review of training days in sheets, lesson plans, end of the year student use surveys. Grade level teachers will collect assignments, projects, and</p>	<p>Lesson plans, student use survey, student projects.</p>

<p>multimedia presentation. Students will learn to use integrated and desktop publishing software to create written projects. Students will learn to use spreadsheet and database software. Students will create a written research paper that incorporates graphs, charts and other visuals into the paper using various software. Students will learn to use integrated software to create and publish written multimedia projects with images and visuals and will demonstrate the ability to organize information for presentation to others. Students will use collaborating tools with peers using Office 365.</p>			<p>reports data by the end of semester.</p>	
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3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

TUSD teachers will use these resources to teach students about the ethical and legal use of technology.

- Common Sense Media's Digital Citizenship sub-section on copyright and fair use <https://www.common Sense Media.org/videos/copyright-and-fair-use-animation#>
- Teaching Copyright <https://teachingcopyright.org/>
- Creative Commons <http://creativecommons.org/>

Goal 3f.1: All students will demonstrate ethical use of technology.

Goal 3f.2: All students will demonstrate legal use of technology with regard to copyright laws.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Common Sense's Digital Citizenship unit will be the resource for teaching Technology Literacy units in the middle and high schools.	Each semester.	Classroom teachers and high school teacher librarians	Student grades.	Classroom assessments, assignments.
Student resources from Common Sense Media, and other websites which address appropriate and ethical use will be used as instructional tools.	Ongoing	Classroom teachers	Teacher lesson plans, curriculum map, student grades	Assignments, assessments.
Common Sense Media's elementary digital citizenship curriculum will be the resource used in K-5 classrooms.	ongoing	Classroom teachers	Teacher lesson plans, curriculum map, student grades	Assignments, assessments.
Update Acceptable Use Agreements to meet new requirements for digital citizenship, safety and ethical use.	Spring 2017	ISET Director, TEA President,	ISET Director	Approved, updated board policies and responsible use agreements

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goals:

Provide resources for teaching digital citizenship and safety to all teachers for classroom use.

Implementation Plan:

Working with Staff Development, provide access to Common Sense Media's Curriculum for Digital Citizenship (<https://www.commonsensemedia.org/educators/digital-citizenship>) and San Jose Public Library's Virtual Privacy Lab (<https://www.sjpl.org/privacy>); give teachers time to plan lessons for students at each grade level.

Parent/community education through parent nights, speakers, brochures such as the Federal Trade Commission's NetCetera are provided by the district and school sites. As new technologies arise and technological resources change, professional development is provided to administrators, staff and teachers.

Goal 3g.1: All students will use the Internet safely and responsibly.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will sign AUAs.	Within the first week of school annually.	Site administrator	Student AUAs will be collected and kept on file at each site.	
Introduce Common Sense Media Digital Citizenship "Internet Safety" and "Privacy and Security" in ELA/H-SS Core courses in middle school and the course designated at high schools	Annually in grades 6 and 9.	MS Core classroom teachers and high school teacher librarians and designated course teachers s	Teacher report/survey	Teacher survey each semester
Provide Common Sense Digital Citizenship curriculum to teachers to use with students.	For use in Grades 6 and 9 annually.	IMC Director to make video instructions	Staff meeting, led by principal to use video instructions	Teacher surveys end of year

Provide internet safety resources for parents.	Ongoing throughout the school year.	Site administrator with support from ISET Director	Keep record of internet safety parent night attendance,	Websites, meeting agendas, parent night flyers.
Provide internet safety resources and training for administrators	1 session of administrator professional development annually.	Ed Services Directors	Keep record of agendas, handouts for the training.	Agendas, handouts
Continue to research and investigate new/improved content for teaching digital citizenship and safety.	Ongoing.	ISET Director with support of Ed Services Directors.		Ratings from Ed tech sites.

3h. Description of the district policy or practices that ensure equitable technology access for all students.

Current TUSD practices give students access to technology at all sites. In the past 10 years with we have increased technology access to the level described in Section 3a. In order to continue to provide this minimum level of access, we are constantly working to find ways to support the acquisition of new equipment. Through grants, partnerships, earmarked categorical funding, and donations sites have been able to at least maintain their current level of technology. Through modernization efforts, classrooms have been brought to a minimum level of technological capacity which can include projectors, document cameras at most sites. Wireless access has been provided at all classroom, districtwide. We have collaborated with our public libraries to allow students to access technology outside of the school day. With our minimum donations specs and standardized purchasing list, we are able to keep an equitable level of access across all schools.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

TUSD believes in data-driven decision-making from the district office level to the site and teacher level. Critical to our decision-making is our student information system, Aeries. Aeries is TUSD's tool for recording grades, keeping gradebooks, creating progress reports, grade reports, and sending communication to parents about student achievement. It also allows us to accurately pull/push student information to other systems used to measure student achievement. Our K-8 standards-based grading and reporting system, Aeries allows for teachers to communicate regularly with students and parents regarding standards and grades. Educators Assessment Data Management System (EADMS) is TUSD's data warehouse; it includes an assessment-builder,

and reports district and state assessment results. EADMS allows staff to look at district benchmark and state assessment results along with demographic information for their students in order to inform their instruction. iRead, System 44, and Read 180 are a sampling of literacy support programs that provide individualized progress on student progress and for targeted student instruction.

Goal 3i.1: All administrators and teachers will access and use student information for data-driven decision-making to improve student academic achievement.

Objective 3i.1.1: By June 2019, 100% of teachers will use Aeries gradebooks to enter student grades and assessment data electronically and manage student achievement information more efficiently.

Benchmarks:

- Year 1: 80% of teachers will use Aeries gradebooks to enter student grades and assessment data electronically and manage student achievement information more efficiently.
- Year 2: 100% of teachers will use Aeries gradebooks to enter student grades and assessment data electronically and manage student achievement information more efficiently.
- Year 3: 100% of teachers will use Aeries gradebooks to enter student grades and assessment data electronically and manage student achievement information more efficiently.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
New teachers will be trained on Aeries and EADMS.	July – Aug. of each school year.	Site administration, ISET Director	Aeries and EADMS reports	Aeries and EADMS reports
Ensure that all staff have access to Aeries and EADMS	Within first 2 weeks of school annually.	ISET Department	Aeries and EADMS reports	Aeries and EADMS reports
All teachers will continue to use Aeries and EADMS for electronic attendance, gradebook, students information, and assessment data.	Annually	Site administration, teachers	Aeries and EADMS reports	Aeries and EADMS reports

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

TUSD strives to promote and encourage communication between home and school. In the area of technology, there are several communication methods already in place. TUSD has and maintains a district website with information for parents and the community and a phone messaging system (School Messenger) for attendance, emergency and announcement calling. As a basic means of communication, all district employees have district-assigned email so that parents and community members can contact them.

Parents may view their child's attendance, grades, grade trend analysis, CSU/UC requirement progress, and assessment data using a web-based Aeries application. The portal may also be used by the parents to communicate with the teachers using email.

Goal 3j.1: All families have a variety of ways to access school and student information and communicate with school and district personnel.

Objective 3j.1.1: Increase parent use of Aeries Parent Portal by 15% each year to access their student's educational information.

Benchmarks:

- Year 1: Increase parent participation in the Aeries Parent Portal by 15%.
- Year 2: Increase parent participation in the Aeries Parent Portal by 15%.
- Year 3: Increase parent participation in the Aeries Parent Portal by 15%.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Include information regarding the use of Aeries Parent Portal in school websites, newsletters, district website, emails to parents and School Messenger calls.	August and ongoing	Site administrators, Director of ISET	Aeries reports	Aeries reports

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Specific evaluation and monitoring for each curriculum goal is included with each goal above. The overall strategy for evaluating and monitoring our curriculum goals is as follows.

The curriculum component of this plan will be monitored by the Educational Services Department. Projects related to educational technology and curriculum are standing items on the agendas of these meetings. The Director of ISET will take the responsibility of collecting and presenting data and chairing the discussion and decision making based on the data. Members of

the Ed Services Team will play major roles in the monitoring and evaluation of the curricular component of the plan. Annual revisions will be the responsibility of the Director of ISET. Students, teachers, parents, and the community will also have annual opportunities to review and comment on the technology plan.

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

During the 2015-2016 SY, a survey on a site's technology inventory and support, was completed by all sites and the district. Data from the survey source in a report to summarize information regarding Tracy Unified School District. The purpose of the report is to help guide the district's technology planning decisions. Here are some excerpts from that report pertaining to the current technology skills, professional development, and hardware needs of teachers.

I have the skills I need to support students' use of technology for learning.							
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
	75	236	79	18	14	2.10	422

I have the necessary equipment/software/resources to facilitate technology-supported learning.							
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
	26	181	134	68	11	2.60	420

Using Technology in the Classroom. Areas that show professional development needs are:

- Enhancing learning and teaching with new technology tools and electronic resources.
- Instructing students in the area of digital citizenship and safety in all grade levels at all schools.
- Using computer applications to manipulate and analyze data as a tool for assessing student learning and planning for differentiated instruction.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

We will focus our teacher professional development around three goals:

- 1) Enhancing learning and teaching with new technology tools and electronic resources.
- 2) Instructing students in the area of digital citizenship and safety in all grade levels at all schools.
- 3) Using computer applications to manipulate and analyze data as a tool for assessing student learning and planning for differentiated instruction.

Goal 4b.1: Teachers will use digital technologies with students as they become available including but not limited to document cameras, interactive projectors, student response systems, and tablet devices.

Objective 4b.1.1: By June of 2019, 100% of teachers who have technology tools in their classroom will use them to enhance student learning.

Benchmarks:

- Year 1: 100% of teachers with document cameras, interactive projectors and tablet devices in their classroom will be trained on their use.
- Year 2: 100% of sites will begin to build site digital technology leadership capacity. Teachers with document cameras, interactive projectors, tablet devices and any other district approved new technologies will continue to be trained on their use.
- Year 3: 100% of sites' digital technology leadership will instruct staff on the use of digital technology to enhance student learning. Teachers with document cameras, interactive projectors, tablet devices and any other district approved new technologies will continue to be trained on their use.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Trainings will be scheduled throughout the year and around the district for document cameras, interactive projectors, tablet devices and any other new technologies.	Beginning August 2016 and ongoing as needed.	Director of ISET	Director of ISET, Educational Services Team, site administrators	Agendas, sign in sheets

Goal 4b.2: Teachers will use Common Sense Media’s Digital Citizenship online modules for teaching digital citizenship and safety.

Objective 4b.2.1: By June of 2019, all 6th and 9th grade teachers will use the *Common Sense Media's* Digital Citizenship curriculum with their students.

Benchmarks:

- Year 1: 75% of 6th and 9th ELA teachers will bring their students through the library computer lab to complete the Common Sense Media modules on Internet Safety and Privacy and Security.

- Year 2: 85% of 6th and 9th ELA teachers will bring their students through the library computer lab to complete the Common Sense Media modules on Internet Safety and Privacy and Security.
- Year 3: 100% of 6th and 9th ELA teachers will bring their students through the library computer lab to complete the Common Sense Media modules on Internet Safety and Privacy and Security.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Common Sense Media program modules (Internet Safety and Privacy and Security) curriculum orientation.	Every August and as needed	IMC Director, Teacher Librarians, Site Administrators	Site administrator	Staff meeting agenda and sign in
6 th and 9 th grade ELA teachers take students through Common Sense Media modules on Internet Safety and Privacy and Security annually.	Every year in first semester	Site administrator, teacher librarian	Site administrator	Class roster submitted to site administrator by end of first semester.

Goal 4b.3: Teachers and administrators will use EADMS and Aeries gradebook, assessment, and communication systems to inform instruction and communicate with parents and students.

TUSD common formative assessments will be entered into EADMS so that teachers and administrators can use the data from formative assessments to monitor progress, inform instruction, and communicate with students and parents.

Objective 4b.3.1: By June of 2019, 100% of teachers and administrators will use the EADMS, and grading/communication systems to inform instruction and communicate with parents and students.

Benchmarks:

- Year 1: 100% of all TUSD common formative assessments will be entered into EADMS and 50% of teachers and administrators will use the data from the EADMS/grading/reporting systems to inform instructional practices and communicate with parents.

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- Year 2: 100% of all TUSD common formative assessments will be entered into EADMS and 75% of teachers and administrators will use the data from the EADMS/grading/reporting systems to inform instructional practices and communicate with parents.
- Year 3: 100% of all TUSD common formative assessments will be entered into EADMS and 100% of teachers and administrators will use the data from the EADMS/grading/reporting systems to inform instructional practices and communicate with parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsi	Monitoring & Evaluation	Evaluation Instrument
Hold site level trainings on the EADMS and how it can be used to inform instruction to meet individual student needs.	Beginning in August 2016 and ongoing after that.	Curriculum and Assessment Director, Site Administrators	Curriculum and Assessment Director, Site Administrators	Usage data from EADMS
Hold / training monthly and provide access to training videos.	Beginning August 2016 and ongoing after that	Curriculum and Assessment Director	Curriculum and Assessment Director, Site Administrators	Usage data from gradebooks/reporting systems.

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Tracy Unified School District will monitor the professional development activities throughout the year and evaluate the progress at the end of each school year. All certificated staff will complete the district's technology survey in May of each year. District administrative staff will review current staff development plan for technology skills and integration of technology into the curriculum along with the technology survey reports and update the plan in preparation for the next year of training.

5. Infrastructure, Hardware, Technical Support, and Software

- 5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

K-5

Each K – 5 elementary school maintains an average of 280 computers. There is a minimum of 1 computer lab per school site with a minimum of 16 computers in each lab for student use. Each library has a minimum of 30 computers. Each K – 5 school maintains a network file server.

K-8

Each K – 8 elementary school maintains an average of 380 computers. There is a minimum of 1 computer lab per school site with a minimum of 16 computers in each lab for student use. Each library has a minimum of 30 computers. Each K – 8 school maintains a network file server.

6-8

The two middle school sites maintain an average of 530 computers. There is 1 computer lab per school site with a minimum of 35 computers in each lab for student use. Each library has a minimum of 30 computers. Each school maintains a network file server.

High Schools

Each high school maintains an average of 1000 computers. There is an average of 4 computer labs per school site with an average of 35 computers in each lab for student use. Each library has 50 computers. Each school maintains a network file server.

The district has approximately 8,500 desktops and mobile devices supported by a team of 6 site technicians, 3 network technicians, 1 voice/bell systems technician and 1 student information system technician. Of the 8,500 computers, students have access to approximately 6,650 desktops and mobile devices throughout the school sites. About 75% of the computers run Windows 8.1 while the older systems are still running Windows 7. The intent is to upgrade all systems (as possible) to Windows 10 for consistency. All computers are installed with a variation of Microsoft Office 2010 to version 2016. The intent is to likewise install Office 2016 (as possible) to all devices for consistency.

The district provides a solid wired and wireless infrastructure. Each classroom is equipped with a CISCO Wireless Access Point 3702 to create a microsystem within each classroom. All WAN/LAN system components are under service contracts to ensure usability at all times to minimize downtime. Two 3Par Storage Area Network (SAN) and a Nimble Storage has been

added to our existing structure for future expansion. CISCO UCS Blade Chassis systems were also added to replace and virtualized expired servers. Switches and Surveillance Systems are under a service contract for maintenance, error-prevention, cleaning and replacement cycle. This significantly reduced are camera downtime. Tape library systems are still being used for Disaster Recovery with the intent of upgrading this to an offsite service as well as a possible cloud solution.

The Information Systems and Educational Technology Department (ISET) have standardized on Cisco products for all routers, switches, phones, and cameras. The wiring standards are currently Cat 6 with fiber (Gigabyte) backbones to the classrooms. Lit Fiber is installed at all sites. Each site has been provided with two 10 GBps link to the ISET Building. There are no current backup links. The school district currently maintains Cisco VOIP phone system. Call Manager provides the administration console for our VOIP which includes voicemail to our hosted email system.

Existing Internet Access:

Currently, all sites are connected with two 10 GBps fiber. All sites connect back to the TUSD Datacenter and goes out to the Internet from this point. Our internet provider is AT&T with a current speed of 2 GBps. We are looking into upgrading our internet speed to 5 GBps by leveraging E-rate Category I. The district provides web caching and content filtering, hosted district e-mail and internal as well as hosted web servers. The district also provides support and houses district-wide application servers which serve a variety of purposes.

Security is provided for Microsoft Security Endpoint System which provides virus protection, firewall and protection from outside threats. This provides barriers to incidental access from the outside to the private internal network. Web-filtering is provided for by Iboss while email filtering is through Barracuda. The district has built-in redundancies for security not just for compliance but for a complete protection system.

Existing Electronic Learning Resources:

- Microsoft Office 2013-2016
- Office 365
- Aeries Student Information System
- HMH Player
- Carnegie
- Digits
- iRead
- Cyberhigh
- Destiny
- Rosetta Stone
- Accelerated Reader
- Adobe Creative Cloud
- Adobe Premier
- ZSpace
- ExamView
- EADMS
- Renaissance Learning
- Imagine Learning
- Microtype Pro
- AutoCAD Software

Existing Technical Support:

The Tracy Unified School District currently provides technical support to all school sites with a centrally located staff of six Site Technicians, three Computer Network Technicians, one VOIP/Bell Systems Technician and one Student Systems Technician, who are all part of the Information Services and Educational Technology (ISET) department. The district's Technology Helpdesk is monitored by one of the six Site Technicians each day to handle all support calls, troubleshooting, and assisting staff members with their technology needs.

Training and attending conferences to increase and enhance technical knowledge is always encouraged and supported.

- 5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed:

- All classrooms will be equipped with a minimum of an LCD projector, pull-down screen and laptop (equipped with district standard software) in order to effectively integrate technology into the classroom.
- Strategically selected classrooms will be equipped with Interactive Projectors. The overall objective is to phase-in a replacement plan for all LCD projectors and convert all classrooms to Interactive Projectors.
- Each classroom should be equipped with a minimum of 6 Ethernet ports for bandwidth intensive programs.
- Expand capacities of our content we-filtering to accommodate the growing number of secured sites.
- Refresh all UPS systems.
- Replace and add more cameras districtwide.
- Replace expired or expiring switches.
- Replace all routers districtwide.
- Students should be equipped with up-to-date computers/tablets (equipped with district standard software) at a maximum ratio of 4:1 student to computer ratio and have immediate access to these computers as needed. The goal is to be able to provide a 1:1 environment within the next 5 years.
- Methods of providing internet access and hardware for use in homes of students of poverty who live within or outside of the City of Tracy boundaries will be explored during the 2016-17 year for implementation.

Electronic Learning Resources Needed:

- Explore a Learning Management System.
- Implement digital interactive textbooks and instructional materials.
- Upgrade Rosetta Stone to the cloud solution.
- Explore adaptive learning resources that support students with disabilities.
- Explore creativity and innovation tools for learning such as OneNote for Classroom.
- Simulation and virtual reality learning resources to enhance the learning experience.
- Implement the EADMS assessment system to integrate with Aeries.

Networking and Telecommunications Infrastructure Needed:

- Upgrade Internet throughput from 2 GBps to 5 GBps.
- Migrate Sharepoint to a cloud solution.
- Virtualize systems in the Blade System.
- Implement Microsoft System Management Server to 2012 R2 and beyond.

Physical Plant Modifications Needed:

- Upgrade electrical outlets in computer labs to avoid “daisy-chain” of power cords.
- Upgrade air conditioners or air flow at all IDF’s and MDF’s.
- Install temperature probes at all IDF’s and MDF’s.
- Implement networking of all UPS systems for proper monitoring.
- Improve on cable management in all IDF’s and MDF’s.

Technical Support Needed:

- Increased technical support is needed to continue to provide a level of service for all technology needs.
- Obtain additional site technical support by utilizing Teachers on Special Assignments specifically for technology support.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark: Obtain hardware, infrastructure, learning resources and technical support		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Leverage ERATE to upgrade Internet connection	2016-2017	ISET Department
Continue the virtualization of systems to maximize the newly acquired blade systems and increased storage.	2016-2017	ISET Department
Replace routers at all school sites.	2016-2017	ISET Department
Purchase 600 student devices for 6 th graders to replace the existing Asus devices.	2016-2017	ISET Department
Create spare devices for 3 rd grade student.	2016-2017	ISET Department
Start the 3-year plan to phase-out end-of-life UPS and switches by school site.	2016-2017	ISET Department

Research and replace faulty Screen Beam devices with a more effective solution of delivering wireless projection of content.	2016-2017	ISET Department
Implement phase 2 plan of the LCD projector replacement project at West High School.	2016-2017	ISET Department
Configure newly installed Wireless Access Points (WAP) to create a microcell classroom.	2016-2017	ISET Department

Year 2 Benchmark: Obtain hardware, infrastructure, learning resources and technical support		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Implement phase 2 plan of the UPS replacement project districtwide.	2017-2018	ISET Department
Implement phase 2 plan of the switches replacement project districtwide.	2017-2018	ISET Department
Implement phase 1 plan of the camera replacement project districtwide.	2017-2018	ISET Department
Purchase 600 student devices for 5 th graders to replace the existing Asus devices.	2017-2018	ISET Department
Install wireless at all identified sites.	2017-2018	ISET Department
Implement phase 3 plan of the LCD projector replacement project at West High School.	2016-2017	ISET Department

Year 3 Benchmark: Obtain hardware, infrastructure, learning resources and technical support		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Implement phase 3 plan of the UPS replacement project districtwide.	2018-2019	ISET Department
Implement phase 3 plan of the switches replacement project districtwide.	2018-2019	ISET Department
Implement phase 2 plan of the camera replacement project districtwide.	2018-2019	ISET Department

Purchase 600 student devices for 4 th graders to replace the existing Asus devices.	2018-2019	ISET Department
Purchase 700 staff devices.	2018-2019	ISET Department
Continue to purchase a multi-year SmartNet contract.	2018-2019	ISET Department

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Information Services and Educational Technology (ISET) Director will be primarily responsible for monitoring the activities in section 5. Data will be analyzed from the district's Management Meetings, Staff Development Trainings, Continuous Improvement Team, Curriculum Council, and Buy-back Day training on an annual basis to determine the effectivity of this plan. The Director of Information Services and Education Technology (ISET) and the Core Technology Committee will revisit and revise the technology plan on an annual basis.

ISET staff use an electronic work order system to track technology related service requests from district and school site staff. ISET communicates via monthly emails to all district staff to share technology updates and training material. Technology updates and training information are also posted on the district's Intranet portal web site and on the ISET Helpdesk's portal web site. Technology training is also conducted at various Management Team meetings, school site staff meetings, school site department meetings and other district committee meetings.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

- District general funds
- LCAP
- Title 1 funds
- E-rate
- District Facilities fund
- Deferred Maintenance funds
- Grants (district and site level)
- Donations (district and site level)

Potential Funding Sources:

- Other categorical funds
- Grants (district and site level)
- Donations (district and site level)

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source including E-Rate
2000-2999 Classified Salaries				
Classified Employees Salaries for Technology Department	\$ 866,000	\$ 909,000	\$ 1,100,000	General Funds
3000-3999 Employee Benefits				
Classified Employees Benefits for Technology Department	\$ 280,000	\$ 294,000	\$ 308,000	General Funds
4000-4999 Materials and Supplies				
Classroom, library and computer lab computers	\$ 200,000	\$ 500,000	\$ 500,000	General Fund, IMC, Lottery, Categoricals
5000-5999 Other Services and Operating Expenses				
E-rate Category 1 (Internet Connectivity), Phones, Fiber Connections	\$ 540,000	\$ 640,000	\$ 760,000	General Funds, E-rate
Service Contracts	\$ 400,000	\$ 400,000	\$ 1,200,000	General Funds
6000-6999 Equipment				
Refresh student devices	\$ 450,000	\$ 450,000	\$450,000	General Funds, LCAP
Refresh staff devices	\$ 20,000	\$ 1,000,000	\$ 200,000	General Funds, LCAP
Upgrade Switches, Cameras, Routers and other Network Equipment	\$ 548,000	\$ 548,000	\$ 548,000	General Funds, LCAP
Interactive projectors, document cameras, and Wi-di systems	\$ 200,000	\$ 200,000	\$ 200,000	General Funds, Categoricals, LCAP
Totals:	\$ 3,504,000	\$ 4,941,000	\$ 5,266,000	

6c. Describe the district's replacement policy for obsolete equipment.

The Tracy Unified School District currently utilizes a “waterfall” system for replacement of obsolete equipment. The waterfall system is a sequential process that regularly replaces the oldest technology in the District. The waterfall system replaces technology when the technology is non-usable or poses a security risk to the district network infrastructure. School sites purchase replacement computers from school site funds. Equipment purchased by the District systematically goes through updates to maintain current supported levels from the manufacturer or vendor. Obsolete technology hardware is removed from the District’s asset inventory system and classified as District e-waste. The Board of Directors approves all e-waste disposals with contracted third-party vendors per Board policies and state education codes.

Tracy Unified School District will begin to implement a phased-in approach for all hardware and network equipment and will apply a hardware refresh program to distribute the cost of replacing hardware and network equipment over a specified period of time.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Information and data are regularly obtained throughout the District in all curricular, student and business areas. The intent of the monthly meetings is to obtain, analyze and provide feedback to the appropriate groups regarding updated funding and budget decisions. The District Superintendent and the Director of Information Services and Educational Technology are responsible for monitoring the budget process and updating funding. New sources of funds will continually be sought to support future projects.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Tracy Unified School District will monitor the Technology Plan so that modifications can be made accordingly. The monitoring and evaluation of the timeline, implementation and goals of the plan itself will be reviewed on a yearly basis. Annually the Educational Services Team, which includes the Director of ISET, will assess the plan based on results from data collection.

Monitoring and evaluating the timeline and implementation of the plan will be the responsibility of the following stakeholders:

District

- Director, ISET
- Educational Services Team

School Sites

- Site administrators
- Teacher Technology Focus Group
- Teacher Librarians

Community

- Parents
- Students
- Business Partners

7b. Schedule for evaluating the effect of plan implementation.

As described above, the plan will be evaluated annually. The plan will also be an agenda item at Ed Services Directors meetings, district teacher technology focus group meetings, principals' meetings, and staff development planning committees. Feedback will be encouraged.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The Tracy Unified School District carries out a regular and systematic process to monitor the progress of student learning and achievement. At the beginning of each school year, each school presents a comprehensive school site plan to a review committee composed of the Superintendent and Cabinet. The purpose of the presentation is to evaluate student learning and achievement, and to present a systematic approach to curricular improvement throughout the school year. Specific data is assessed on a year to year basis with significant benchmarks demonstrated throughout the year.

Teachers, parents and other stakeholders provide suggestions and opinions through parent club meetings, Superintendent's Advisory Committee, weekly school site staff meetings and meetings. The information obtained through the monitoring and evaluation process will be used as school and district data to improve student learning and modify curricular objectives. Information will be shared with Board members, management, staff, parents, community and businesses through information posted on the district's public web site (www.tracy.k12.ca.us), through email communication, the district's telephone communication system, management team meetings and board meetings. Technology successes will be shared in the same methods.

8. Collaborative Strategies with Adult Literacy Providers

Tracy Unified School District provides adult education courses on the Tracy Adult School campus. The following High School Courses are offered: Algebra, Art Appreciation, Art History, Consumer Math, Economics, Basic General Math, Intermediate General Math, Advanced General Math, Geography, Health Science, Life Science, Physical Science, California Government, U.S. Government, U.S. History, World History, English 1, English 2, English 3, English 4, Sports Literature, Literature 1, Literature 2, Reading Improvement 1, Reading Improvement 2, Algebra 1A and Algebra 1B.

Tracy Unified also offers the following Basic Education and ESL Classes to adults in the community: Family Literacy ESL, ESL Civic/Citizenship and Multi-Level ESL.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

Below is an annotated bibliography of research that supports our focus on

- Enhancing learning and teaching with new technology tools and electronic resources.
- Instructing students in the area of digital citizenship and safety in all grade levels at all schools.
- Using computer applications to manipulate and analyze data as a tool for assessing student learning and planning for differentiated instruction.

Anderson, R.E. & Dexter, S.L. (2000, December). School technology leadership: incidence and impact. (Teaching, learning and computing: 1998 National Survey, report #6). Center for Research on Information Technology and Organizations, University of California, Irvine & University of Minnesota. Retrieved from <http://www.crito.uci.edu/tlc/html.findings.html>

This report has constructed a taxonomy of educational technology leadership decisions, which separates out infrastructure issues from instructional process. This report shows clearly that teacher leadership is key in driving change but that for change to be sustainable it must be both top-down and bottom-up at the same time.

Becker, H.J. (2000, September). Pedagogical motivations for student computer use that lead to student engagement. Center for Research on Information Technology and Organizations, University of California, Irvine. Retrieved from http://www.crito.uci.edu/TLC/FINDINGS/spec_rpt_pedegogical/content.html

This report looks at empirical associations between the kinds of software that students use, teachers' pedagogical motivations behind their use, and a measure of student engagement.

Bracewell, R., Breuleux, A., Laferriere, T., Beniot, J., & Abdous, M. (1998). *The emerging contribution of online resources and tools to classroom learning and teaching*. Montreal: Universite Laval. Retrieved from <http://www.tact.fse.ulaval.ca/ang/html/review98.html>

This report is an extensive review of educational technology literature published from 1996 to 1998. Based on the literature review, the authors reached the following conclusions: 1) successful online classrooms combine educational technology with effective, appropriate pedagogy and 2) the integration of educational technology into the classroom, in conjunction with supportive pedagogy, typically leads to increased student interest and motivation in learning, more student-centered classroom environments, and increased real-life or authentic learning opportunities.

Bransford, J. D., Brown, A. L., & Cocking, R. R.. Eds. (1999). *Technology to support learning. How people learn: Brain, mind, experience, and school*. Washington, DC: National Research Council. Retrieved November 5, 2004 from <http://www.nap.edu/html/howpeople1/ch9.html>

New technologies can support pedagogy by bringing exciting curricula based on real-world problems into the classroom; providing scaffolds and tools to enhance learning; giving students and teachers more opportunities for feedback, reflection, and revision; building local and global communities that include teachers, administrators, students, parents, practicing scientists, and other interested people; and expanding opportunities for teacher learning.

CEO Forum on Education and Technology. (2001, June). *The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century*. Retrieved from <http://www.ceoforum.org/reports.html>

This report recommends that school decision makers include a broad range of school community stakeholders in planning a processes aimed at identifying measurable educational objectives for 21st Century skills (i.e., digital literacy, effective communication, high productivity, etc.); schools develop strategic technology and educational plans that ensure alignment across the curriculum, learning standards, and objectives; schools employ multiple measures of assessment including methods of assessment that accurately reflect the technology tools used in teaching and learning; schools focus on the four strategies (alignment, assessment, accountability, and access and analysis) to improve student achievement using technology within education.

CEO Forum on Education & Technology. (2001, June). School technology and readiness report (Year 4). Washington, DC.

These case studies point to six key recommendations proposed to ensure the nation's investment in education technology improves student achievement and benefits education: 1) Focus education technology investment on specific educational objectives. 2) Make the development of 21st century skills a key educational goal. 3) Align student assessment with educational objectives and include 21st century skills. 4) Adopt continuous improvement strategies to measure progress and adjust accordingly. 5) Increase investment in research and development and dissemination. 6) Ensure equitable access to technology for all students.

CISCO. (2010). Best practices in educational technology. Retrieved from http://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/edu_tech_best_practices_wp.pdf

Case studies of effective practices in supporting learning with digital technology.

Common Sense Education. (2016). Digital citizenship: Scope and sequence of K-12 digital citizenship curriculum. Retrieved from <https://www.common Sense Media.org/educators/scope-and-sequence>
Model curriculum for digital citizenship, including internet safety, privacy and security.

Crystal, J. (2001, September). Building from within: two professional development models that work. Technology & Learning, 22, 62-68.

Two school districts explain their models of technology integration professional development. One model looks at four stages of technology professional development. The district supports teachers by providing laptops and a technology integration director. After training, teachers are given collaborative follow-up and support. In the second model, a much larger district, a multi-site training schedule is offered. The key to their success as they see it is model lessons and coaching after teachers take training courses. Both of the models described in this article have attributes similar to our district.

Ertmer, P., Gopalakrishnan, S. and Ross, E. (Summer 2001). Technology-using teachers: comparing perceptions of exemplary technology use to best practices. Journal of Research on Technology in Education, 33, 5. Retrieved from <http://www.iste.org/jrte/ertmer.html>

This study was designed to examine the pedagogical beliefs and classroom practices of exemplary technology-using teachers and to determine the extent to which their beliefs correspond with educational best practice as described in the literature. No one technology resource or educational experience is necessary for exemplary technology use to occur.

Similarly, no one vision of teaching and learning motivates teachers to strive for exemplary use. Teachers in this study embraced visions that encompassed multiple emphases depending on the perceived needs of their students as well as the perceived requirements of their jobs. The study suggests that if teachers are still evolving, professional development experiences can be designed to support teacher growth. The findings of this study suggest that exemplary technology use, as perceived and practiced by teachers, does not readily match descriptions of best practice provided in current literature. Rather, exemplary use reflects teachers' personal beliefs about teaching and learning as well as their specific teaching contexts.

Evergreen Education Group. (2015). Keeping pace with K-12 digital learning: an annual review of policy and practice (12th ed). Durango, CO: Evergreen Education Group. Retrieved from http://www.kpk12.com/wp-content/uploads/Evergreen_KeepingPace_2015.pdf

A resource for understanding the scope of digital technology policies and practices in United States educational institutions.

Hew, K. F., & Cheung, W. S. (2013). Use of Web 2.0 technologies in K-12 and higher education: The search for evidence-based practice. *Educational Research Review*, 9, 47-64.

Discusses pedagogical approaches related to the use of Web 2.0 tools.

Hurst, D. S. (1994, April). Realizing the promise of technology: teaching technology to teachers. *Educational leadership*, 51(7). Retrieved from <http://www.ascd.org/readingroom/edlead/9404/hurst.html>

This article offers suggestions for adequate professional development training programs on how to teach teachers to use technology effectively in their classrooms. Four specific questions are addressed: What are the core skills school personnel should be familiar with? How do teachers and administrators best learn these skills? Where does this learning best take place? and How will we know if the professional development program is effective? When these four questions are addressed, a successful professional development program can be implemented which is tailored to the needs of the teachers.

ISTE. (2009). Essential conditions: Necessary conditions to effectively leverage technology for learning. Retrieved from <http://www.iste.org/docs/pdfs/netsessentialconditions.pdf?sfvrsn=2>

Provides clear framework for K-12 technology planning.

Lawless, K. A., & Pellegrino, J. W. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. *Review of educational research*, 77(4), 575-614. Retrieved from https://www.researchgate.net/profile/Kimberly_Lawless/publication/249797960_Professional_Development_in_Integrating_Technology_Into_Teaching_and_Learning_Knowns_Unknowns_and_Ways_to_Pursue_Better_Questions_and_Answers/links/54e34e590cf2d618e1963933.pdf

Defines and describes effective professional development for technology.

Lehrer, R. (1993). Authors of knowledge: Patterns of hypermedia design. In S. P. Lajoie & S. J. Derry (Eds.), *Computers as cognitive tools*, 197-227. Hillsdale, NJ: Lawrence Erlbaum Associates.

Technology improves performance when the application provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test.

Vail, K. (2002). Learning without walls virtual schools and the online learning revolution. *American School Board Journal*, 189 (9). Retrieved from <http://www.asbj.com/specialreports/0902Special%20Reports/S1.html>

Online learning is the rising star of the educational technology movement, however it takes time, commitment, money, training, and energy to make online learning programs work. ASBJ reports on the efforts of school people who have started district, regional, and national online learning programs, as well as representatives of e-learning companies that provide online learning packages and services to school districts. The article contains their advice on how to successfully launch an online learning program.

Zhao, Y. Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations: Executive summary. *Teachers College Record*, 104 (3) 482-515. Retrieved November 5, 2004 from <http://www.tcrecord.org/PrintContent.asp?ContentID=10850>

This article reports on a study of the complex process of classroom technology integration. The main purpose of the study was to empirically address the large question, "Why don't teachers innovate when they are given computers?" rather than whether computers can improve student learning. The study found 11 salient factors that significantly impact the degree of success of classroom technology innovations. Each factor can be placed in one of three interactive domains, the teacher, the innovation, and the context. The article discusses the 11 factors in detail and proposes a model of the relationship among the different factors and their domains.

- 9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Tracy Unified School District uses a variety of digital technologies to extend and supplement curriculum. Students at the high school level have 24/7 access to Carnegie Learning and HMH Player, which give support for their math curriculum. Students who need to recover credits can be enrolled in Cyber High School. English Learner students and parents have access to Rosetta Stone software at the school site. Students may take online courses through BYU online or other accredited programs and receive transfer credits.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	Pg. 3	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2016-19.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Pg. 3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	Pg. 4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	Pgs. 5-8	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	Pg. 8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	Pgs. 8-9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>Pgs. 11-17</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>Pgs.17-19</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>Pgs.19-20</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>Pg. 20</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>Pgs. 20-22</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>Pg. 22</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>Pg. 22</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>Pg. 23</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>Pgs. 23-26</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>Pgs. 26-27</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>Pgs. 27-29</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>Pgs. 29-30</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>Pgs. 30-32</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>Pg. 32</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	Pgs. 32-33	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	Pgs. 33-34	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	Pg. 34	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	Pg. 34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>	<p>Pg. 34</p>	<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>	<p>Pgs. 34-35</p>	<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>Pg. 35</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>Pg. 35</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	Pgs. 36-39	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	Pg. 39	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 39 - 75499

School Code (Direct-funded charters only): _____

LEA Name: Tracy Unified School District

*Salutation: Mr.

*First Name: Tom

*Last Name: Quiambao

*Job Title: Director, Information Services and Educational Technology

*Address: 1945 W. Lowell Ave.

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*Zip Code: 95376

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1st Backup Name: Dr. Brian Stephens

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2nd Backup Name: Dr. Sheila Harrison

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* Required information in the ETPRS